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ABSTRACT

Under a USOE contract to conduct a 14-month study entitled "An Assessment of School-Supervised Work Education Programs, "System Development Corporation considered those programs in which students spend part of their time working in paying jobs, which are usually reserved by the employer for students from that particular school or district. The bibliography, originally published by SDC as TM-5086/000/00, is the result of a literature review conducted for that study and contains more than 1,600 listings. The entries are organized under the following categories: Development of Work Education Programs; Operational Details of Work Education Programs (Teacher-coordinator responsibilities, instructional strategies and materials, problems); Research and Demonstration Projects (experimental and descriptive studies, demonstration projects); Descriptions of Specific Work Education Projects (innovative programs, typical programs, teacher preparation programs, programs for deaf and hard of hearing, slow learners, educable mentally retarded, blind, physically and emotionally handicapped); Followup and Evaluation of Work Education Programs; Career Education; General; and Bibliographies. (AG)

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INTRODUCTION

In July 1972 System Development Corporation (SDC) of Santa Monica, California was awarded a contract by the Office of Planning, Budgeting, and Evaluation (OPBE) of the U.S. Office of Education to conduct a 14-month study titled, An Assessment of School-Supervised Work Education Programs.[1]

As defined by OPBE for this study, school-supervised work education programs were those in which students spent part of their time working in paying jobs usually reserved by the employer for students from that particular school or district. Such programs included cooperative arrangements in which students performed work related to their vocational training; work-study programs designed to provide vocational students with at least a minimal income; career exploration programs designed to cycle students through a variety of paying jobs; and dropout prevention programs in which a student's school program included a limited number of hours of paid work and the proviso that he be allowed to keep his job only if his attendance and conduct in school remained satisfactory. While an exception to the general rule, school-supervised work education also included clinical training programs in the health professions in which students worked in regular jobs but were not paid in cash for their efforts.

Under the terms of its contract with the U.S. Office of Education, SDC was charged with (1) identifying a large set of work education programs in operation for at least one year and considered by professionals in the field to be either unusually successful or innovative, or to involve features that were particularly interesting and readily transportable; (2) developing a

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[1] This bibliography was developed under OPBE Contract #OEC-0-72-5024 supervised by Ms. Mary Ann Millsap and Ms. Dorothy Schuler, and was originally published by System Development Corporation as TM5086/000/00.

set of case studies which would document the growth, training strategies, and significant characteristics of 50 of these programs; (3) looking for common features among these 50 programs which appeared to be linked to different types of successful outcomes; (4) collecting data on student participants in the 50 programs, and on nonparticipating students at the same schools, which could be used to link desirable program outputs to student characteristics and goals; and (5) laying the groundwork for a followup study, tentatively scheduled by OPBE for the 1974 fiscal year under a separate contract, which would compare the student data gathered in this study with information obtained a year later by reinterviewing the same students to determine what changes had occurred in their earnings, their academic and vocational careers, and their personal expectations.

In order to compile the large set of successful and/or innovative work education programs and to develop the questionnaires used in formulating the case studies, it was first necessary for SDC to conduct a thorough review of the literature related to work education. This literature search included a search of ten years of the Reader's Guide to Periodical Literature, the Education Index, the Business Periodicals Index, and Dissertation Abstracts; a review of the holdings of the University of California at Los Angeles and the University of Southern California; a series of automated searches of the ERIC holdings using both the System Development Corporation automated retrieval system and the Lockheed Information Sciences Laboratory retrieval system; and a manual search of other information services. The end result of this entire effort was a collection of approximately 2,000 bibliographic citations.

The project director felt that this collection of references could be quite useful to other researchers and school personnel concerned with work

education, career education, and vocational education. Since comparatively few persons or groups in the United States had access to all the automated bibliographic search resources utilized by the project team in developing the set of citations, the decision was made to delete from the collection those references with only limited relevance to the project's goals and to classify the remaining references under appropriate headings so that the collection of citations could be reproduced as a project document.

With the approval of Ms. Mary Ann Millsap, the U.S. Office of Education Project Officer, the collection was first screened for relevance by Dr. Steven Frankel, the Project Director, and Ms. Cleone Geddes. Then it was shipped to Knoxville, Tennessee, where Dr. Trudy Banta, a project consultant, made a more detailed review of the citations and, with the assistance of Ms. Sylva Bowlby, assembled the final topical bibliography which contains approximately 900 different citations. Since many citations were listed in more than one section, the total bibliography contains more than 1600 listings.

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EXPLANATORY NOTES

Some of the entries in this bibliography focus on a single element of work education and thus can be classified in a single category. However, many of the entries contain information on two or more elements and have been classified accordingly. When an entry appears in more than one category of the bibliography, a complete numerical listing of the categories to which it has been assigned is included at the end of the entry.

WHEN AN ENTRY IS ASSIGNED TO MORE THAN ONE CATEGORY, THE NUMBER APPEARING FIRST IN THE LISTING OF ASSIGNMENTS INDICATES THE PRIMARY FOCUS OF THE ENTRY.

WHEN AN ENTRY IS ASSIGNED TO MORE THAN ONE CATEGORY AND CATEGORY # 7 IS ONE OF THE ASSIGNMENTS, THE ENTRY TENDS TO BE OF A GENERAL, RATHER THAN SPECIFIC, NATURE.

Sources of Documents

To conserve space and avoid needless repetition, abbreviated forms for referring to primary suppliers of documents have been used throughout this bibliography. A list of these abbreviations appears below. When ordering documents from these suppliers, specify the accession or order number, if any, given in the entry.

ABBREVIATION	TO ORDER, WRITE:
AAJC - American Association of Junior Colleges	1315 Sixteenth Street N.W., Washington, D.C. 20036

ABBREVIATION	TO ORDER, WRITE:
CFSTI - Clearinghouse for Federal Scientific and Technical Information	See NTIS. Name changed to NTIS September 1970.
ED followed by six digit number. Document abstracted in Research in Education, the monthly publication of EDRS. (The ED number is included even for documents not available from EDRS so that the abstract may be read)	See EDRS
EDRS - ERIC Document Reproduction Service, (Unless the notation N.A. EDRS appears in an entry, all documents with ED numbers are available in microfiche and/or hard copy from EDRS. Some documents can also be obtained from another source, however. When this is the case the complete address of the additional source is given in the entry.)	LEASCO Information Products, Inc., P.O. Drawer O, Bethesda, Maryland 20014. Specify ED number.
GPO - Superintendent of Documents,	U.S. Government Printing Office Washington, D.C. 20402.
IML - Instructional Materials Laboratory	Trade and Industrial Education Services, 1885 Neil Ave., Columbus, O. 43210.
NTIS - National Technical Information Service,	5285 Port Royal Road, Springfield Va. 22151.
UM - University Microfilms, Inc.	300 N. Zeeb Road, Ann Arbor, Mich. 48106.
VT followed by six digit number. Document available from:	ERIC Clearinghouse on Vocational-Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, O. 43210. Specify VT number.

Other Abbreviations

N.A. - Not available
n.d. - not dated
n.p. - not paginated

The entries in this bibliography are listed according to the following classification system:

1. Development of Work Education Programs

   (Program planning, community surveys to assess needs, organizational patterns and structures)

2. Operational Details of Work Education Programs

   a. Teacher-coordinator responsibilities and other administrative details (selection of students and work stations; orientation of employers; descriptions of facilities needed; legal aspects of programs; and reporting forms)

   b. Instructional strategies and materials

   c. Problems encountered in conduct of programs

3. Research and Demonstration Projects

   a. Experimental studies

   b. Descriptive studies (surveys, etc.)

   c. Demonstration projects

4. Descriptions of Specific Work Education Programs

   a. Innovative programs

   b. Typical programs (for "normal" students)

   c. Teacher preparation programs

   d. Programs for deaf and hard of hearing students

   e. Programs for slow learners and the educable mentally retarded.

   f. Programs for blind students

   g. Programs for physically and emotionally handicapped students

5. Follow-up and Evaluation of Work Education Programs

6. Career Education

7. General

   Descriptions of work education without reference to detailed descriptions of specific programs; general statements about the value of work education

8. Bibliographies

Each major subdivision of this classification system is treated in a separate section with complete bibliographical citations and its own page numbers. Thus any section could be detached from the whole bibliography and used or distributed independently.

This bibliography is designed to furnish the reader interested in initiating or improving a work education program with as wide a range of ideas as possible. Consequently, not all entries pertain to work education per se, but they do contain elements which might provide the work education planner with fresh insights about the topic under consideration.

Section 1

DEVELOPMENT OF WORK EDUCATION PROGRAMS

(Program Planning, Community Surveys to Assess Needs, Organizational Patterns and Structures)

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Section 2

OPERATIONAL DETAILS OF WORK EDUCATION PROGRAMS

a. Teacher-Coordinator Responsibilities and Other Administrative Details (Selection of Students and Work Stations; Orientation of Employers; Descriptions of Facilities Needed, Legal Aspects of Programs, and Reporting Forms)

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Section 3

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Section 4

DESCRIPTIONS OF SPECIFIC WORK EDUCATION PROGRAMS

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